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ABSTRACT

This report presents the state, district, and local education staff development objectives in South Carolina, based on defined educational needs assessment. Suggestions include definition of the change process, discussion questions, staff development planning, empowerment, and new opportunities. Each level of the program is based on the concept of RPTIM: readiness, planning, training, implementation, and maintenance. A copy of the South Carolina Leadership Academy Seminars Training Needs Survey is included, the actual program used in one district is described in detail, and a listing of South Carolina area workshops is appended. (NAV)

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ED 391 801

NATIONAL STAFF DEVELOPMENT COUNCIL

DECEMBER 9-13, 1995

CHICAGO, ILLINOIS

QUALITY STAFF DEVELOPMENT CAN SAIL THROUGH SOMETIMES ROUGH WATERS: *A STATEWIDE INITIATIVE IN EDUCATIONAL CHANGE*

STATE, DISTRICT, LOCAL STAFF DEVELOPMENT VIEW IN SOUTH CAROLINA

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STATE LEVEL

Sparks (1992) - "If you view staff development as one of your most important responsibilities, you will have a profound influence on the direction your school will take to meet the challenges of educating students for the 21st century."

The State Department of Education is committed as a service agency to facilitate quality programs and services to all students and educators in our state. Quality education in South Carolina is our goal as we prepare all students academically and socially to be successful, contributing citizens in the global society of the twenty-first century.

Objectives

to enhance educational progress through knowledge, skills and concepts of quality professional development

to assist educators in planning professional development through research, modeling, practice feedback and follow-up

to facilitate quality programs and services to all educators and students in the state

Staff Development

is an ongoing process which promotes and supports both professional and personal growth for all employees which is aimed at increasing student success in school and self-renewal for the employees. It reflects a vision of excellence and is an essential component of the school improvement process. Effective staff development builds upon a shared purpose, a climate which nurtures collegiality and continuous personal and professional growth, and working conditions which are conducive to classroom and school improvement.

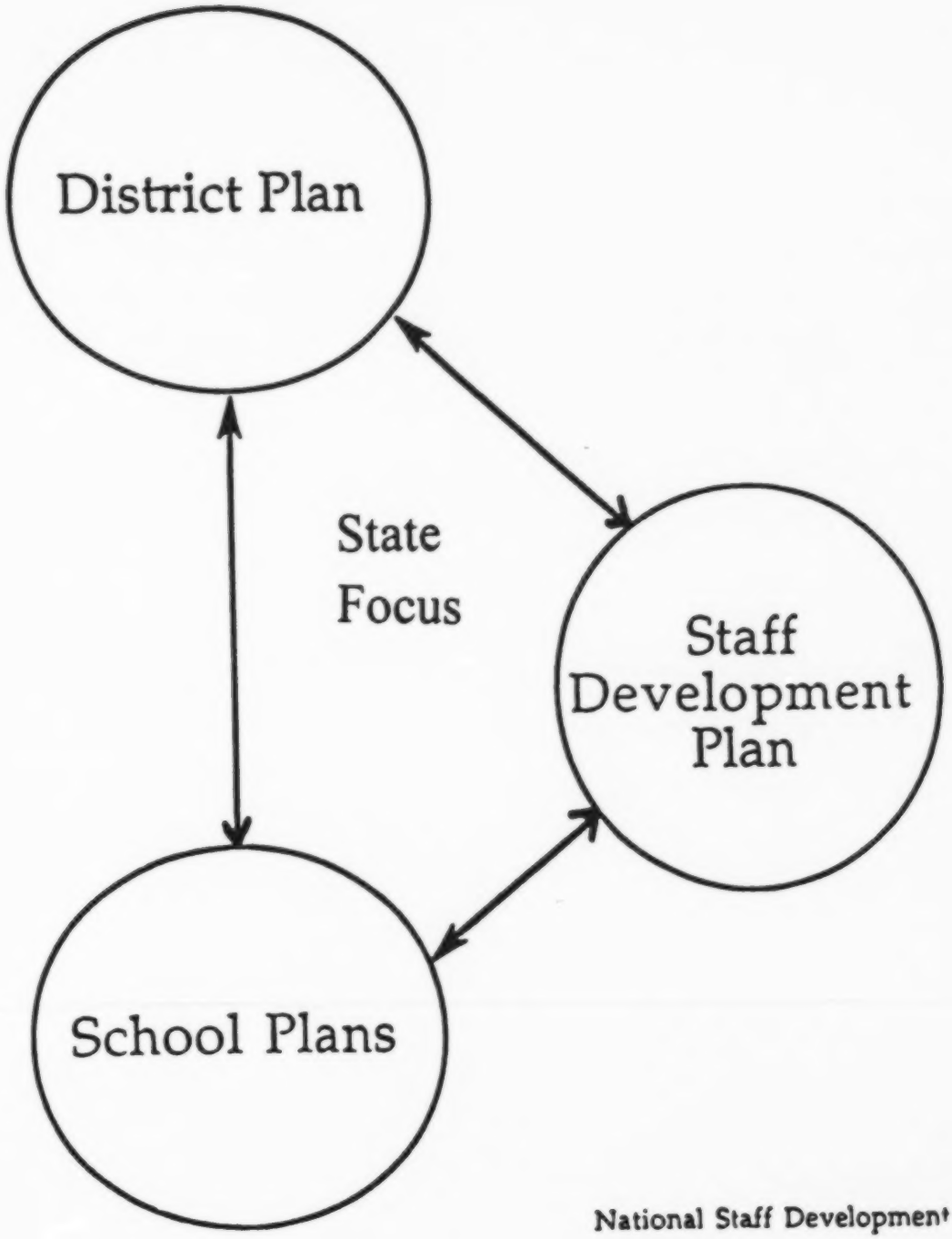
The purpose of staff development is to enhance human potential so that every person can achieve the highest standard of excellence possible.

The ultimate goal of staff development is to improve the quality of instruction and the entire school environment for improved student learning.

Five Fundamental Assumptions

- Staff development involves and benefits everyone who influence students.
- Both individuals and organizations have the inherent responsibility to define and achieve their own excellence.
- School improvement results from staff development.
- Effective staff development is based in research and theory and proved in practice.
- The value of staff development should be measured by its impact on staff and the students they serve.

A Planning Model



National Staff Development Council

Staff Development

Who is involved?

Everyone who affects student learning from the board of education, central office administrators, principals, teachers to classified/support staff, and parents must continually improve their knowledge and skills in order to ensure student learning.

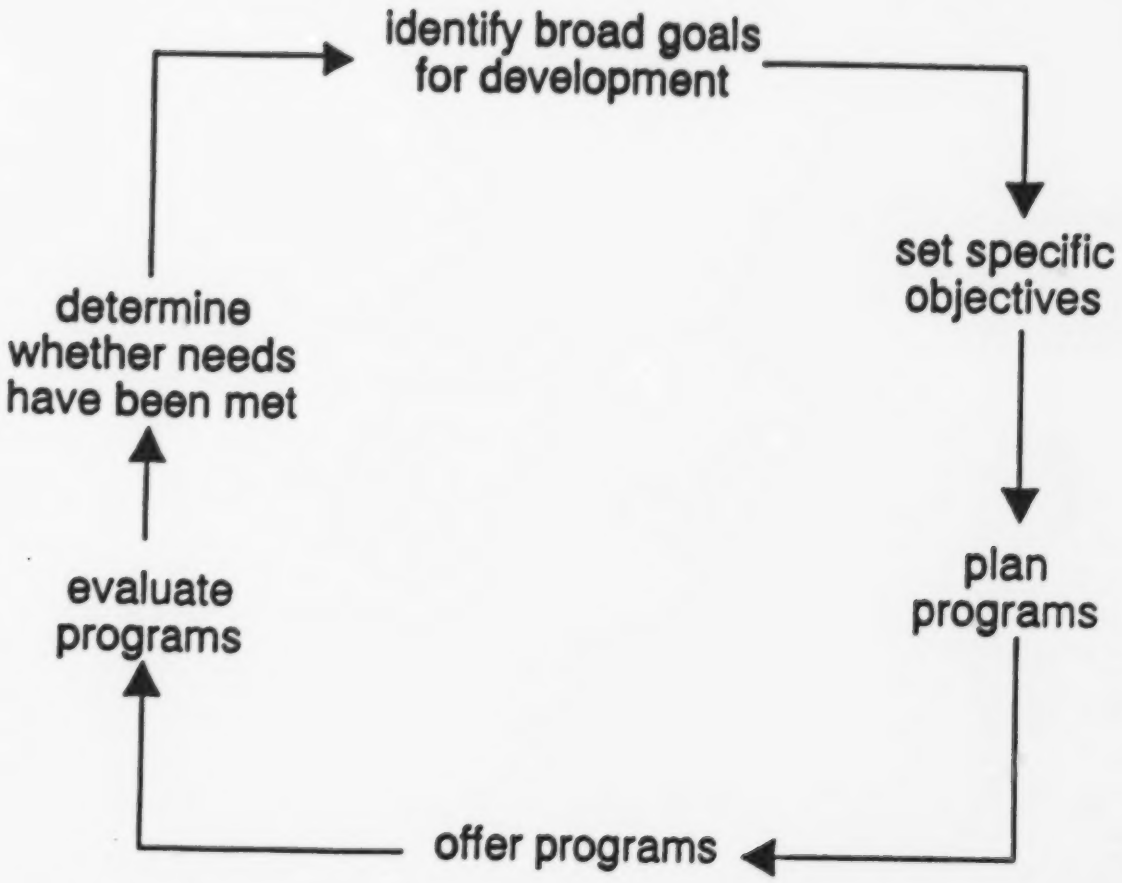
How can we make a difference?

Context: **addresses the organization, system, or culture in which the new learnings will be implemented. Some contexts are more supportive to improvement than others.**

Process: **refers to the "how" of staff development; it describes the means for the acquisition of new knowledge and skills. Some examples of process standards include: group development, follow-up and support, and evaluation.**

Content: **refers to the actual skills and knowledge effective educators need to possess or acquire through staff development. Some examples of content include: research-based instructional strategies, adolescent development, high expectations, and curriculum.**

The Process of Needs Assessment



Managing An Effective Inservice Program
— Susan Sway

Teacher College Press
New York

with permission

The Change Process: Organizational

Three phases of the change process -

Initiation: *(Readiness stage)*

- **establish a clear need to improve**
- **address psychological and intellectual aspects of readiness**
- **assist in development of vision and plan**

Implementation: *(Plans put into action)*

- **Plans to achieve intended outcomes**
- **Individual and organizational change - result of new learning and follow-up support**
- **Strategies - coaching**
  support groups
  study groups

Institutionalization: *(Integrated)*

- **New practices integrated into school policies, budget, and routine**
- **Structures are developed to ensure initiatives are maintained..**

Dr. Michael Fullan

3 - 5 years minor
7- 10 major changes

Discussion Questions

Initiation and Readiness

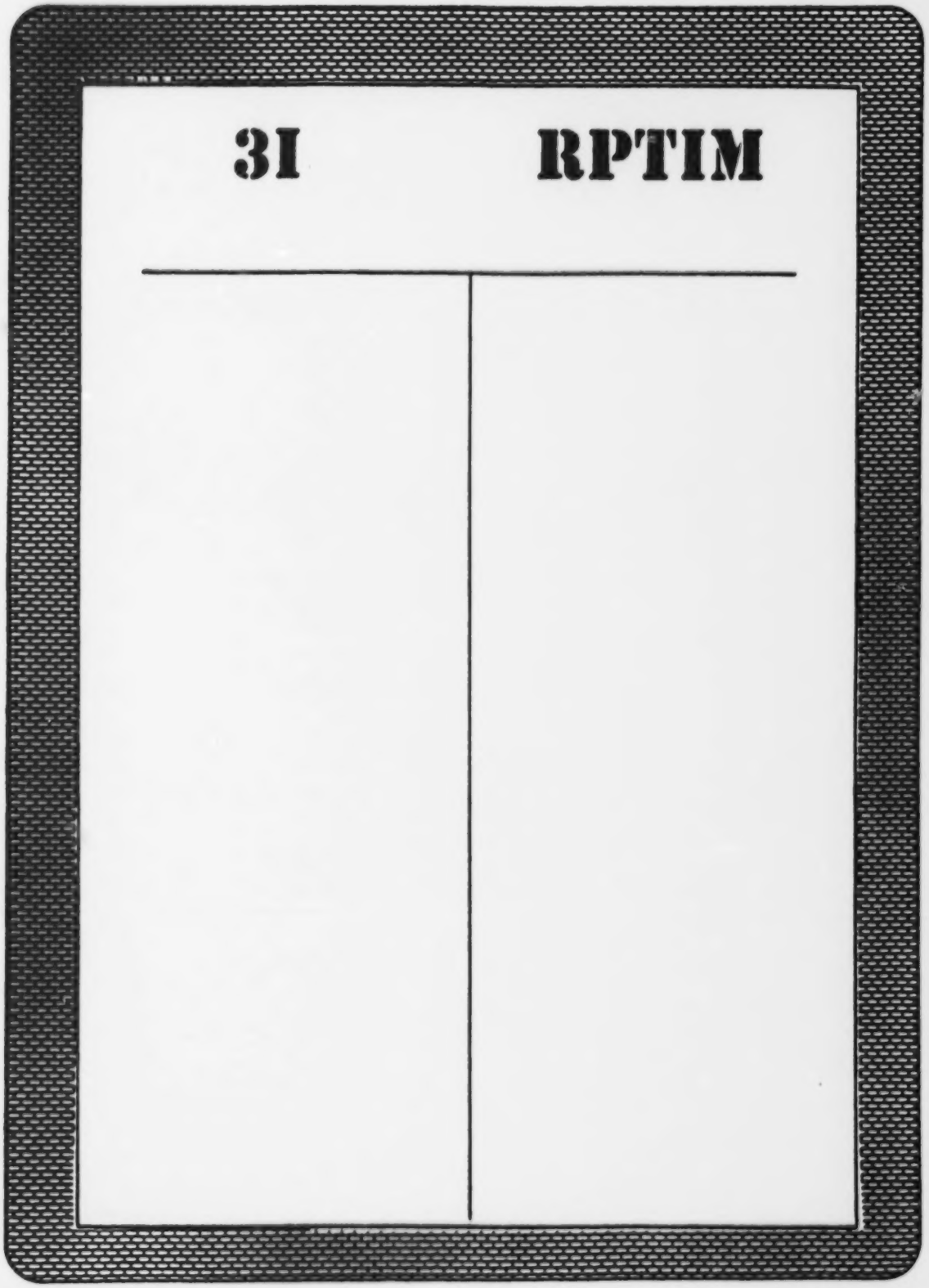
- Is there consensus regarding the need to begin an improvement initiative?
- Are procedures in place for collecting and interpreting site-specific data for determining and prioritizing needs?
- Is there a clear, shared vision based on clearly articulated beliefs?
- Is there at least one strong advocate for this initiative at both the district and school levels who influences decision making?
- Is there knowledge base in place to guarantee the support necessary for research based decision making?
- Which current school practices are congruent with the school's vision and current improvement targets?
- What new practices need to be adopted to achieve the school's vision and goals?
- Does the training plan include objectives related to attitude change, skill development, and knowledge acquisition?
- Are there plans to recognize and celebrate improvements and risk taking?

Implementation

- Are problem monitoring and solving strategies in place?
- Are provisions being made for development of theoretical understanding, demonstration of skills, and practice of new skills in training?
- Are structural or administrative arrangements in place to accommodate study group or learning teams in discussing learning's and facilitating the use of new practices?
- Are participants aware of the implementation dip (things often get worse before getting better)?
- Is the principal's role clearly defined?
- What district-level support services are available?
- Are expectations for change communicated and monitored?
- Is the impact on students monitored?

Institutionalization

- Is the change embedded in the structure of the organization through policy, budget, and procedures?
- Have links been established with other key elements of the instructional program?
- Are transitional strategies in place? Should there be changes in personnel?
- Are the costs for the ongoing use of the skill/materials/program built into the budget?
- How are new additions to the staff to be oriented and trained?
- Are data periodically reviewed to determine what practices need to be discarded, continued, or integrated with new practices and materials?
- Is responsibility for maintenance shared by teachers and administrators?
- Has leadership and training capability shifted to internal leaders?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RPTIM

Effective Staff Development Planning . . .

. . . supports district purposes and goals

. . . involves broad-based participation
(microcosm of the school community).

. . . applies consensus decision making

. . . is conducted in a team setting

. . . begins with a rigorous examination of beliefs

. . . includes an analysis of best practices and internal strengths/weaknesses

. . . results in measurable objectives

. . . requires periodic monitoring and constant updates

Elements of a Staff Development Plan

- Needs Assessment
- Goal Setting
- Enabling Objectives
- Target Group
- Program Description
- Strategies/Activities
- Resource Requirement
  - personnel
  - materials/equipment
  - facilities
  - cost
- Time Requirements
- Evaluation

Empowering the System:

Key Indicators of Probable Institutionalization

- ✓ High-quality implementation
- ✓ Well carried-out, clear results
- ✓ Credible, integrated evaluation
- ✓ Good perceived "fit" with local needs and culture
- ✓ Increased commitment and political support; decreased resistance
- ✓ The presence of a powerful advocate or sponsor
- ✓ A collegial, professional climate
- ✓ Clear planning and decision making about continuation by collaborative partners and member organizations
- ✓ Organizational changes supporting continuation (roles, budget, procedures)
- ✓ Reducing, consolidating, or eliminating competing programs
- ✓ An adequate resource pool of local people who can provide assistance
- ✓ Tie-in to other change efforts, staff development, innovations, and new programs
- ✓ Tie-in to member organization vision and goals
- ✓ Networking and peer support

(Assisting Change in Education, 1989)

DISTRICT LEVEL

IMPLEMENTATION

(Wood and Thompson, 1993) : "Assumptions about Staff Development Based on Research and Best Practice."

NEW ASSUMPTIONS FOR EFFECTIVE PRACTICE

1. The school, not the district, is the primary focus of improved practice and staff development.

2. Significant change in educational practice takes considerable time and is the result of staff development that is conducted over several years.

3. A school culture supportive of improved practice and professional growth is essential to successful staff development.

4. All educators should be involved in staff development throughout their careers.

5. The principal is key in any staff development effort to improve professional practice.

6. Selection of the improvement goals that guide staff development should involve those who have a stake in the future of the students in that school (e.g., teachers, administrators, parents, community leaders, school staff, and the students themselves)

7. Those who are changing their professional behavior must make an individual and collective commitment to and feel ownership for the new programs and practices before they will want to participate in staff development activities.

8. Staff development programs should support opportunities for both school improvement and individual professional growth.

9. Staff development should enable school personnel to improve professional practice in ways that increase student learning.

10. Knowledge about adult learners should serve as the basis for planning and implementation staff development.

11. Change in professional practice is difficult and requires systematic support to implement and sustain it over time.

12. School districts have the primary responsibility for providing the resources and staff development necessary for a school faculty to implement new programs and instructional practices.

13. Staff development should support instructional and program improvement and should be closely linked to instructional supervision, teacher evaluation, and curriculum implementation.

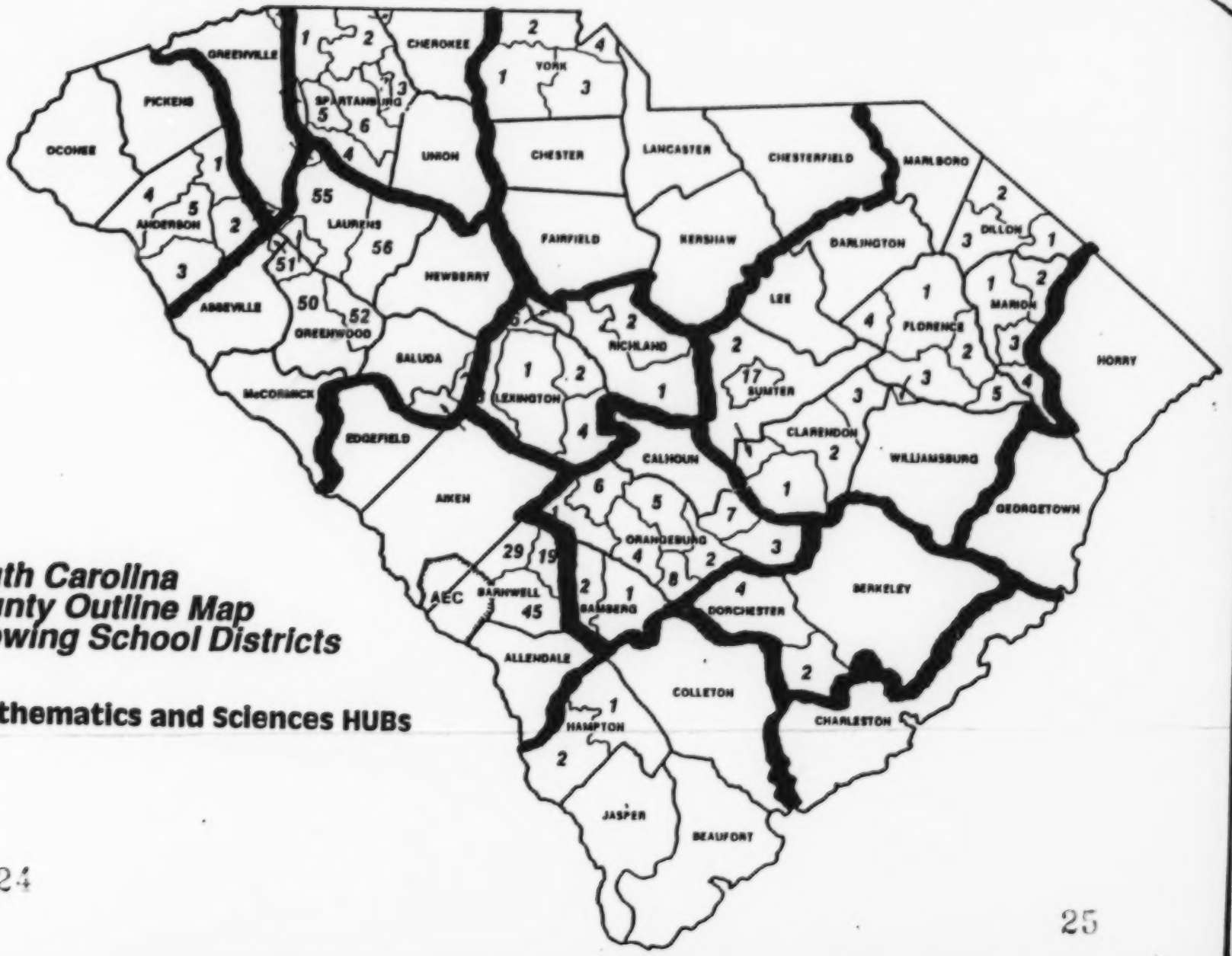
TEAMS PROVIDE OPPORTUNITIES FOR:

1. Combining talents and capabilities
2. Mutual support
3. Synergy
4. Complete process knowledge
5. Buy--in
6. Shared interest
7. Shared goals
8. Shared success

FACTORS AFFECTING IMPLEMENTATION

- **Need and influence of the change**
- **Clarity of the change**
- **Complexity of the change**
- **Quality and practicality of the change**
- **Central administrative support and involvement**
- **Staff development and participation**
- **Time line / Information system**
- **Board and community characteristics**
- **Role of government**
- **External assistance**

(Fullan, Michael. The Meaning of Educational Change. New York: Teachers College Press.)



South Carolina
County Outline Map
Showing School Districts

Mathematics and Sciences HUBs

EARLY CHILDHOOD DEVELOPMENT AND ACADEMIC ASSISTANCE ACT

SUMMARY

1. **COMPREHENSIVE LONG RANGE PLAN:** Each district and each school within the district will be required to design a comprehensive long range plan (School Renewal Plan) with annual updates.

2. **EARLY CHILDHOOD INITIATIVE (PRE-SCHOOL - GRADE 3):**
   A. Districts will provide half-day, four-year-old program/s;
   B. Parent and family literacy programs will be provided for parents and families of district students;
   C. Districts are required to collaborate with health and human service agencies to meet the needs of students;
   D. Districts will become involved in developing and implementing developmentally appropriate curriculum;
   E. Young children with special needs will be provided assistance to help remediate / catch them up with other children at their particular grade level;
   F. Districts will develop strategies to make transitions between schools less stressful and more positive; and
   G. Districts must coordinate federal, state, and district programs for pre-school children.

3. **ACADEMIC ASSISTANCE (GRADES 4-12):**
   A. Districts will provide assistance to students (grades 4-12) who need special assistance / remediation. Alternatives to year-long pull out programs must be provided.
   B. Districts must attempt to increase parent involvement.

4. **STAFF DEVELOPMENT:** The staff development for teachers and staff must be ongoing and long range. The staff development must concentrate on improving and/or introducing new teaching strategies and techniques.

5. **INNOVATIONS INITIATIVE:** The District is required to find ways to provide new and different initiatives that will:
   - Provide creative, flexible, challenging, active learning approaches with all students and especially with the at-risk population;
   - Emphasize critical thinking;
   - Provide success for all students;
   - Involve staff in decision making for the schools and district;
   - Collaborate closely with social agencies in providing services to students and families.

6. **OTHER:**
   A. Districts should stress coordination in planning (Southern Association, Chapter I, Vocational, Programs for the Handicapped);
   B. School Improvement Councils must be involved in the long range planning; and
   C. District and school plans must be approved by the local school board.

SCHOOL TO WORK IN SOUTH CAROLINA

The South Carolina School-to-Work Transition Act of 1994 was signed into law on June 15, 1994. The Act established a structure to provide all students the opportunity to develop rigorous and relevant academic skills, and to connect what they learn in school with the real world through learning experiences in various work sites.

Under the new state law, South Carolina's nationally-recognized Tech Prep system will continue to serve as the umbrella for school-to work opportunities in South Carolina and will enable students to become informed, responsible, competent, and productive members of society.

All students will be prepared for the world of work and lifelong learning. School-to-Work opportunities will provide students work-site learning experiences that combine classroom instruction with structured learning at the work site. These opportunities include:

- **Youth Apprenticeship**
- **Mentorship**
- **Shadowing**
- **Internship**
- **Service Learning**
- **Cooperative Education**

The School-to-Work reform initiative encompasses the following components:

- **A rigorous, relevant curriculum for all students**
- **Elimination of the "general track"**
- **Involvement of business/industry**
- **Occupational specialty areas**
- **Comprehensive career guidance plan**
- **Intensive staff development**

SCHOOL LEVEL

R P T I M

Stage 1 - Readiness

Stage 2 - Planning

Stage 3 - Training

Stage 4 - Implementation

Stage 5 - Maintenance

Fred H. Wood, Frank O. McQuarrie, Jr., and Steve R. Thomson "Practitioners and Professors Agree on Effective Staff Development Practices." Educational Leadership (October 1982): 23-31.

STAGE I: READINESS

- A positive school climate is developed before other staff development efforts are attempted.
- Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.
- The school has a written list of goals for the improvement of school programs during the next three to five years.
- The school staff adopts and supports goals for the improvement of school programs.
- Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
- Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
- The school staff identifies specific plans to achieve the school's goals for improvement.
- Leadership and support during the initial stage of staff development activity are the responsibility of the principal and central office staff.

STAGE II: PLANNING

- Differences between desired and actual practices in the school are examined to identify the staff development needs of the staff.
- Planning of staff development activities relies, in part, upon information gathered directly from school staff members.
- Staff development planners use information about the learning styles of participants when planning staff development activities.
- Staff development programs include objectives for activities covering as much as five years.
- The resources available for use in staff development are identified prior to planning the activities.
- Staff development programs include plans for activities to be conducted during the following three to five years.
- Specific objectives are written for staff development activities.
- Staff development objectives include objectives for attitude development (new outlooks and feelings).
- Staff development objectives include objectives for increased knowledge (new information and understanding).
- Staff development objectives include objectives for skill development (new work behaviors).
- Leadership during the planning of staff development programs is shared among teachers and administrators.

STAGE III: TRAINING

- Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.
- Individual school staff members choose objectives for their own professional learning.
- Individual school staff members choose the staff development activities in which they participate.
- Staff development activities include experimental activity in which participants try out new behaviors and techniques.
- Peers help one another by serving as staff development leaders/supporters.
- School principals participate in staff development activities with their staff.
- Leaders of staff development activities are selected according to their expertise rather than their position.
- As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.
- As participants in staff development activities becomes increasingly confident in their abilities, the leader transfers increasing responsibilities to the participants.

STAGE IV: IMPLEMENTATION

- After participating in staff development activities, participants have access to support services to help implement new behaviors as part of their regular work.
- School staff members who attempt to implement new learning are recognized for their efforts.
- The leaders of staff development activity visit the job setting, when needed, to help the participants refine or review previous learning.
- School staff members use peers to assist one another in implementing new work behaviors.
- Resources are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).
- The school principal actively supports efforts to implement changes in professional behavior.

STAGE V: MAINTENANCE

- A systematic program of instructional supervision is used to monitor new work behavior.
- School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.
- Student feedback is used to monitor new practices.
- Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

Readiness

1. Faculty and staff determines need and specific plan
2. Positive school climate-faculty and staff
3. School is agent for change
4. Building of trust and acceptance of plan

Planning

1. People oriented (consider demographics of stakeholders)
2. Leadership shared
3. Attitude
4. Not hasty (structured continuous)
5. Support beliefs

Training

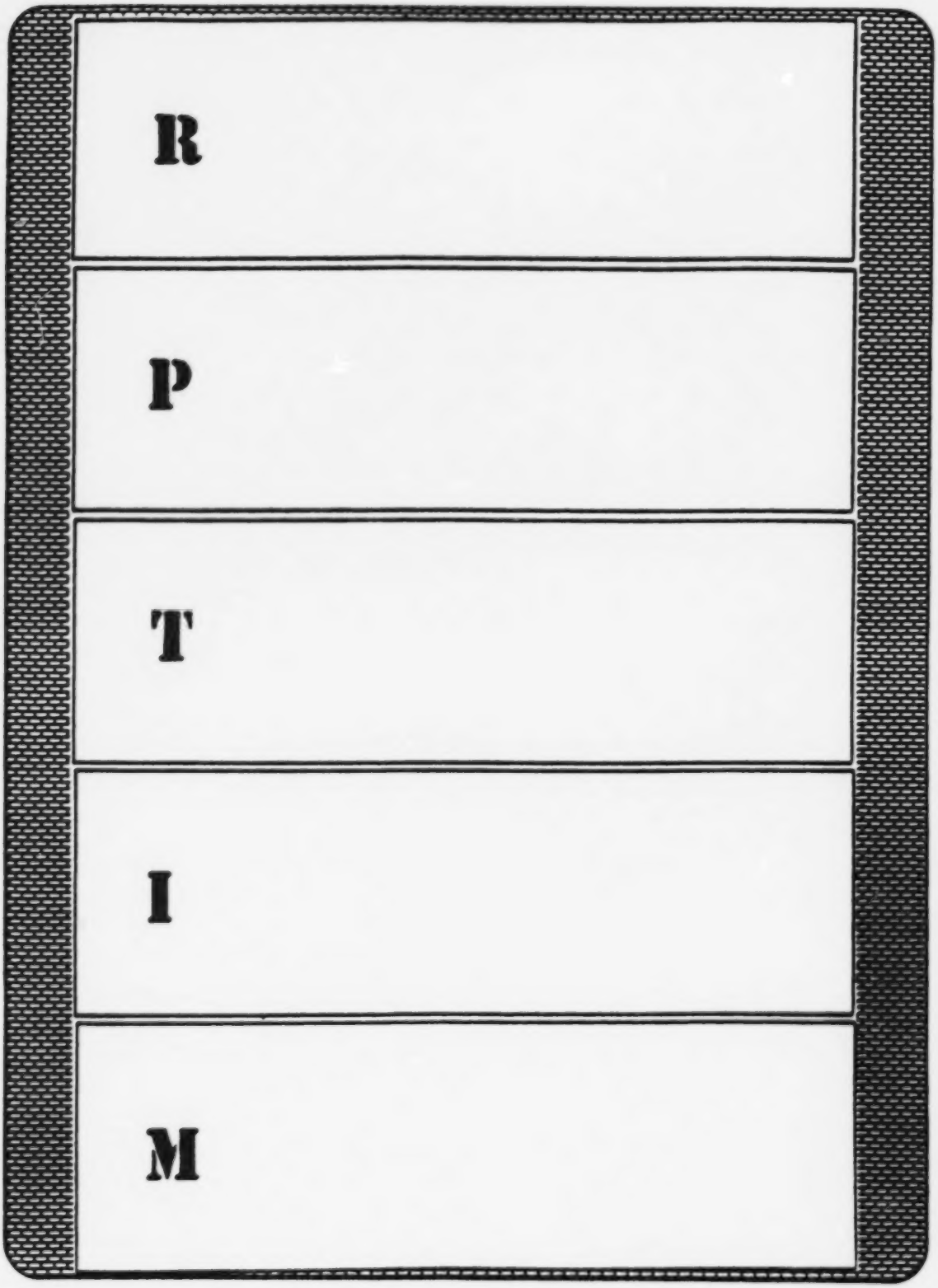
1. Allow group to choose objectives
2. Experimental activities
3. Leadership shifts during training
4. Learning teams - opportunity to share and evaluate

Implementation

1. Principal actively supports (motivation on going)
2. Support system (colleagues, materials, mentoring, peer coaching)
3. Provide opportunities for practice/implementation (time)
4. Well-defined plan for implementation (communicate, minimum) requirements evaluation, accountability system
5. Communication has been implemented to key stakeholders (parents, students, teachers, district levels)

Maintenance
Critical Attributes

1. Systematic
2. Support/coaching environment
3. Carried out by self with help of co-workers (shared response)
4. Continuous on-going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STAFF DEVELOPMENT LEVEL

LEARNING STYLES STAFF DEVELOPMENT PLAN
RICHLAND COUNTY SCHOOL DISTRICT ONE
COLUMBIA, SOUTH CAROLINA

DESCRIPTION OF THREE PHASES

This middle and high school learning styles staff development plan has been developed in response to needs identified through school-level planning completed as part of Act 135. The purpose of this plan is to assist those teachers, administrators, and schools that wish to create and support an instructional environment that accommodates the learning styles of students.

The plan was developed in accordance with the National Staff Development Council's Standards for Staff Development. This multi-year project includes ongoing training programs with intensive follow up and support. Included are other growth-promoting processes such as study groups, action research, and peer coaching.

The staff development plan consists of three phases:
1) initiation/readiness, 2) training/implementation, and
3) maintenance/institutionalization. Although the phases may appear to be linear, in fact, participants will move back and forth in the three phases as indicated by the bi-directional arrows in the figure below.

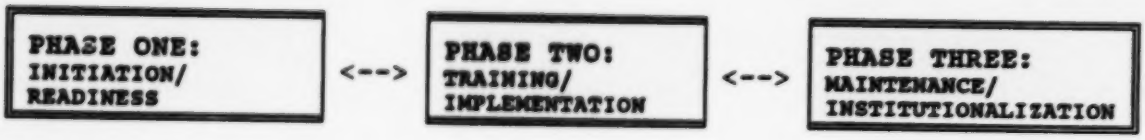


Figure 1: Model of Three Phases of Staff Development Plan

PHASE ONE: INITIATION/READINESS

As educators came together last year to study their educational programs and to initiate a strategic planning process, they became aware of certain deficiencies in meeting the needs of the diverse student population in this district. Teachers and administrators realized that the classroom environment needed to change and that a greater variety of instructional strategies and materials were required. A focus on accommodating learning styles was selected by all the middle and high schools as a means to accomplish this goal. This program was designed in response to that decision.

This awareness and the resulting planning was the beginning of the initiation/readiness phase. Participation in Phase One provides practitioners with the knowledge base necessary for understanding the accommodation of learning styles in the classroom.

- ☐ Attend Richland One's six-hour workshop, Basic Introduction to Learning Styles.
- ☐ Complete individual reading and study about the theory and accommodation of learning styles.

PHASE TWO: TRAINING/IMPLEMENTATION

Phase Two activities will be offered for a minimum of two years. Participation in the following activities facilitates continued professional development and growth through the study of specific instructional skills and strategies.

Implementation is the means to achieving outcomes.

- ☐ Participate in seminars, workshops, institutes, or courses in order to study topics that relate to and/or support the accommodation of learning styles.

- ☐ Integrate newly acquired knowledge and skills into classroom practices.

  1. Schedule classroom visits in order to receive feedback on practice of the newly acquired skills that accommodate student learning styles.

     a. Contact workshop presenter, CRTs, administrators, DIST members, and/or peer teachers to make visit(s).

     b. A minimum of one visit should be scheduled after attendance at a workshop, etc.

  2. Audio or videotape practice of new instructional strategies for analysis/critique by self and/or persons listed above in 1a.

- ☐ Begin collecting contents for required portfolio.

- ☐ Participate in a study group with other faculty members.

- ☐ Conduct action research project.

- ☐ Select a topic related to learning styles for independent study.

PHASE THREE: MAINTENANCE/ INSTITUTIONALIZATION

This phase offers participants a chance to refine skills and practices in order that the accommodation of learning styles becomes institutionalized in the classroom as well as becoming part of a school's culture.

During this phase, participants will assess the results of their professional growth in changing instruction and the classroom environment by documenting teacher/school change and the academic progress of students, etc.

☐ Develop portfolios for peer review.

1. The contents of the portfolio should be diverse yet representative of the teacher's professional growth in changing instruction and the classroom environment to accommodate learning styles. The portfolio should be rich but not overwhelming in size.

2. Contents should include, but not be limited to, the following:

   a. A log/journal that includes an entry for each seminar, workshop, institute, or course attended.

   b. The end product/results of the action research project.

   c. The end product produced by the study group(s).

   d. A videotape of teaching segment(s) demonstrating instruction that accommodates learning styles.

☐ Continue to maintain use of learning styles theory and practice by studying additional topics.

LEARNING STYLES ACTIVITIES

Workshops are being offered in all content areas as well as in areas of interest that cross all curricula. These workshops are being presented by teachers, principals, and personnel from district office, the State Department of Education, local businesses, and area colleges and universities. Workshops may be a single session; however, a few have had as many as eight sessions. Sessions last from one to three hours and are scheduled during and after hours on school days and on Saturdays.

The district has an accountability system in place for this learning styles staff development program. Teachers and administrators earn learning styles points (LSP) for participating in these activities and are expected to earn a designated number of points by the end of the 1996-97 school year. Recertification credit is given when appropriate. Courses for recertification credit and graduate credit are also being offered.

Examples of learning styles staff development activities follow:

•000103 MIND MAPS: BRINGING IT ALL TOGETHER

Instructor:	Dr. Elizabeth Griffin
Date:	Thursday, September 28
Time:	4:00 - 5:00 PM
Location:	Waverley, Room 112
Type of Activity:	Seminar - 3 LSP

Semantic webs or mind maps serve as an instructional tool to assist the reluctant learner in organizing information. These maps can also serve as an organizer for the analytic student who has a global teacher presenting information in a random fashion.

•002207 MULTIPLE INTELLIGENCES IN PRACTICE: USING CREATIVE MOVEMENT TO ENHANCE INSTRUCTION WITH SECONDARY STUDENTS

Instructor:	Dr. Katherine Lee, SC Center for Dance Education
Date:	Thursdays, September 28 and October 5
Time:	4:00 - 7:00 PM
Location:	Crayton Middle School Dance Studio
Type of Activity:	Institute - 12 LSP (6 LSP per workshop)

Use one of your seven intelligences, the kinesthetic, to enhance your teaching. These strategies will make your lessons more interesting and interactive resulting in increased student learning and achievement.

•000246 USING LASER DISCS TO ENHANCE AND ENRICH MATHEMATICS CLASSES

Instructor:	Reba Gresham
Date:	Tuesday, October 10
Time:	4:00 - 6:00 PM
Location:	Room 103, C. A. Johnson High School
Type of Activity:	Workshop - 6 LSP

This workshop will focus on the use of interactive multimedia and other technology in the classroom. A variety of learning styles are addressed through this mode of instruction. In particular, multimedia instruction serves as a motivator to the disinterested and/or global learner.

•200201 INTEGRATING THE CURRICULUM WITH THEMATIC UNITS

Instructor:	David Blackwell Ginny Morris
Date:	Tuesday, March 19
Time:	4:00 - 6:00 PM
Location:	St. Andrews Middle School
Type of Activity:	Workshop - 6 LSP

Interdisciplinary units help global students see the connections and the relationships between subject areas thus leading to greater success and achievement. Join one of these groups to learn how to plan a thematic unit.

•000209 VISUAL LITERACY: EDITORIAL CARTOONING

Instructor:	Robert Arial, *The State Newspaper*
Date:	Friday, October 20
Time:	12:30 - 3:30 PM
Location:	School of Journalism, USC
Type of Activity:	Workshop - 6 LSP

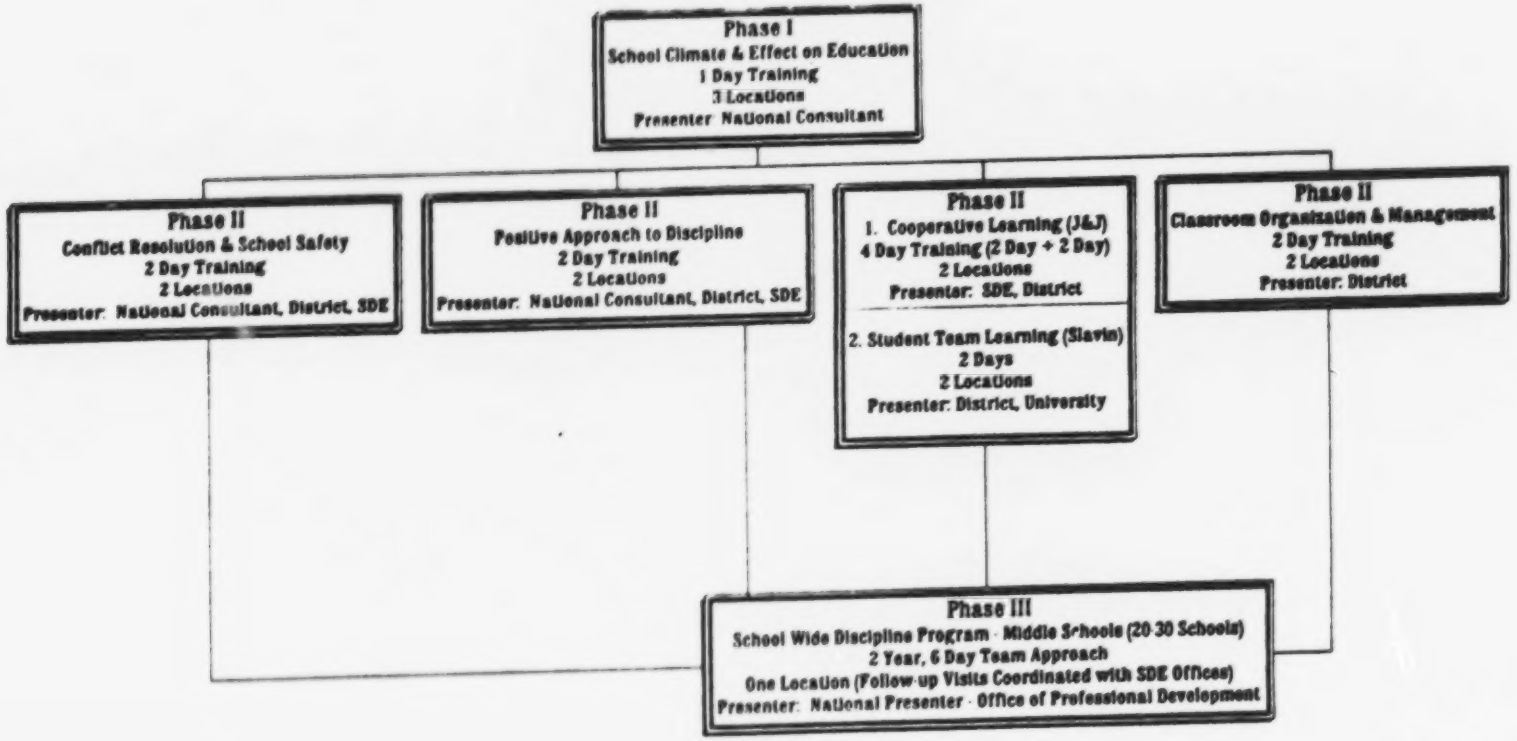
Incorporate producing editorial cartoons into your discipline. Learn about interpreting ideas through pictures and making use of symbolism to present a message or point of view concerning people, events, or situations.

•000247 COOPERATIVE LEARNING ACTIVITIES FOR MATHEMATICS

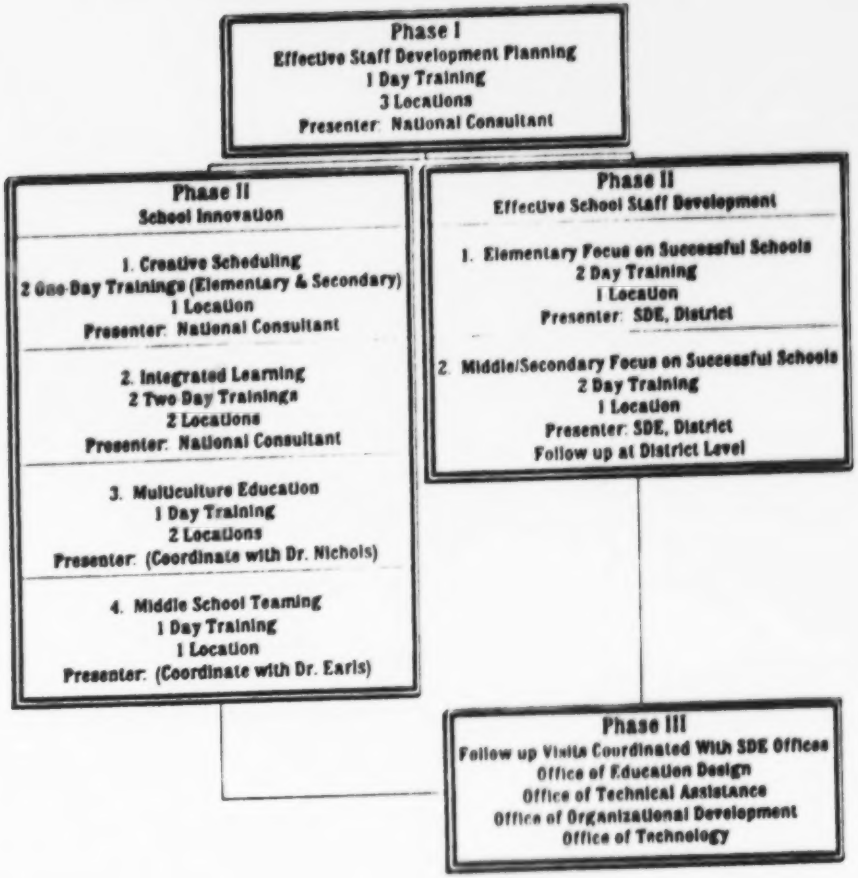
Instructor:	Marlene McClerklin
Date:	Tuesday, November 14
Time:	4:00 - 6:00 PM
Location:	Teaching and Learning Center
Type of Activity:	Workshop - 6 LSP
Recommended for:	Teachers of middle and high school mathematics

Participants will add additional cooperative learning techniques to their repertoire. Working with other students helps global students who are usually social learners and auditory learners who need to talk about their learning.

Professional Development Institutes 1994-95
Institute A - School Climate



Professional Development Institutes 1994-95
Institute B - Staff Development



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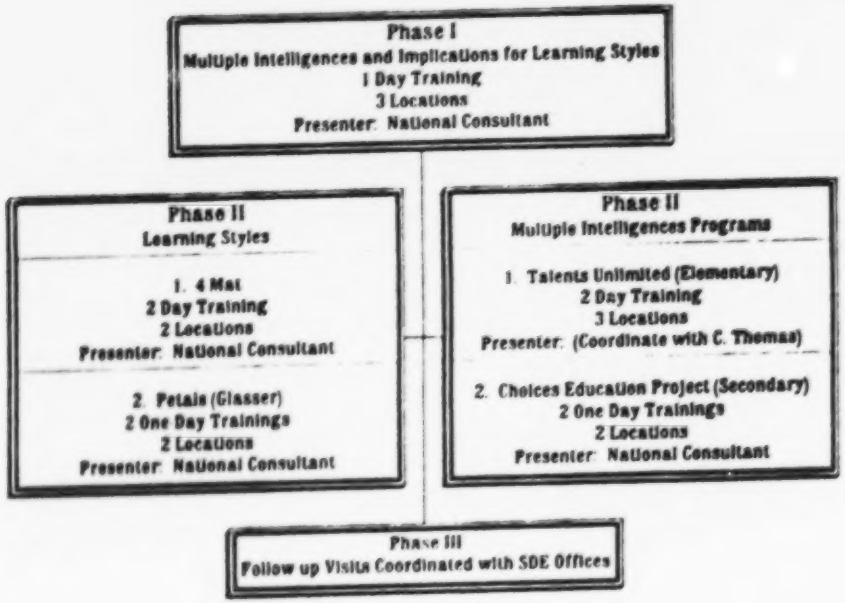
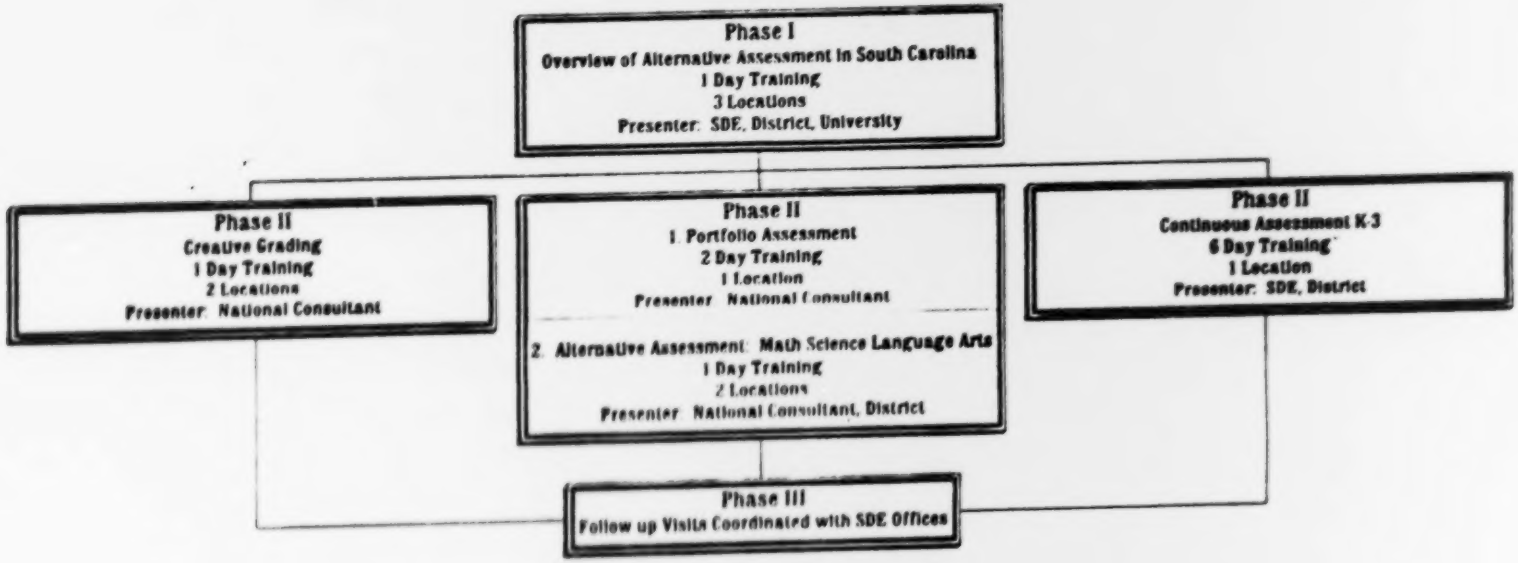
Professional Development Institutes 1994-95
Institute C - Instructional Techniques



Professional Development Institutes 1994-95
Institute D - Alternatives to Student Assessment



South Carolina Department of Education
Office of Professional Development

Leadership Academy Seminars
Training Needs Survey

The Leadership Academy at the State Department of Education is in the process of planning its seminars and institutes for the 1994-95 academic year. The institute strands are developed after careful study of the various feedback forms received during the year. Since you participated in some of our programs this year, we are soliciting your assistance in identifying areas of interest for programs for next year. Our professional development programs have been well-attended and well-received by educators from all grade levels and assigned positions. We want to continue providing exceptional growth opportunities for you.

Due to the tremendous interest we had in the following topic areas, we will reschedule the following seminars:

- **Integrated Learning**
- **Alternative Models of Scheduling**
- **Positive Approaches to Discipline**
- **Cooperative Learning**

Please indicate your interest in the following subject areas by circling the appropriate X:

		Low	Moderate	High
1.	Alternative Assessment	X	X	X
2.	Conflict Resolution	X	X	X
3.	Curriculum Frameworks	X	X	X
4.	Creative Grading	X	X	X
5.	Continuous Assessment *(Grade K-3)*	X	X	X
6.	Educational Change	X	X	X
7.	Effective Staff Development	X	X	X
8.	Higher Order Thinking Skills	X	X	X
9.	Integrated Curriculum	X	X	X
10.	Learning Styles	X	X	X
11.	Multicultural Education	X	X	X
12.	Multiple Intelligencies	X	X	X
13.	Positive School Climate	X	X	X
14.	Planning Effective School - Level Staff Development	X	X	X
15.	Portfolio Assessment	X	X	X
16.	Primary Success	X	X	X
17.	Strategic Planning	X	X	X
18.	Statewide Systemic Initiative for Mathematics/Science	X	X	X
19.	Time Management and Organizational Skills	X	X	X
20.	Tech Prep	X	X	X
21.	Turning Points *(Middle School Initiative)*	X	X	X
22.	Other topics:			

_____

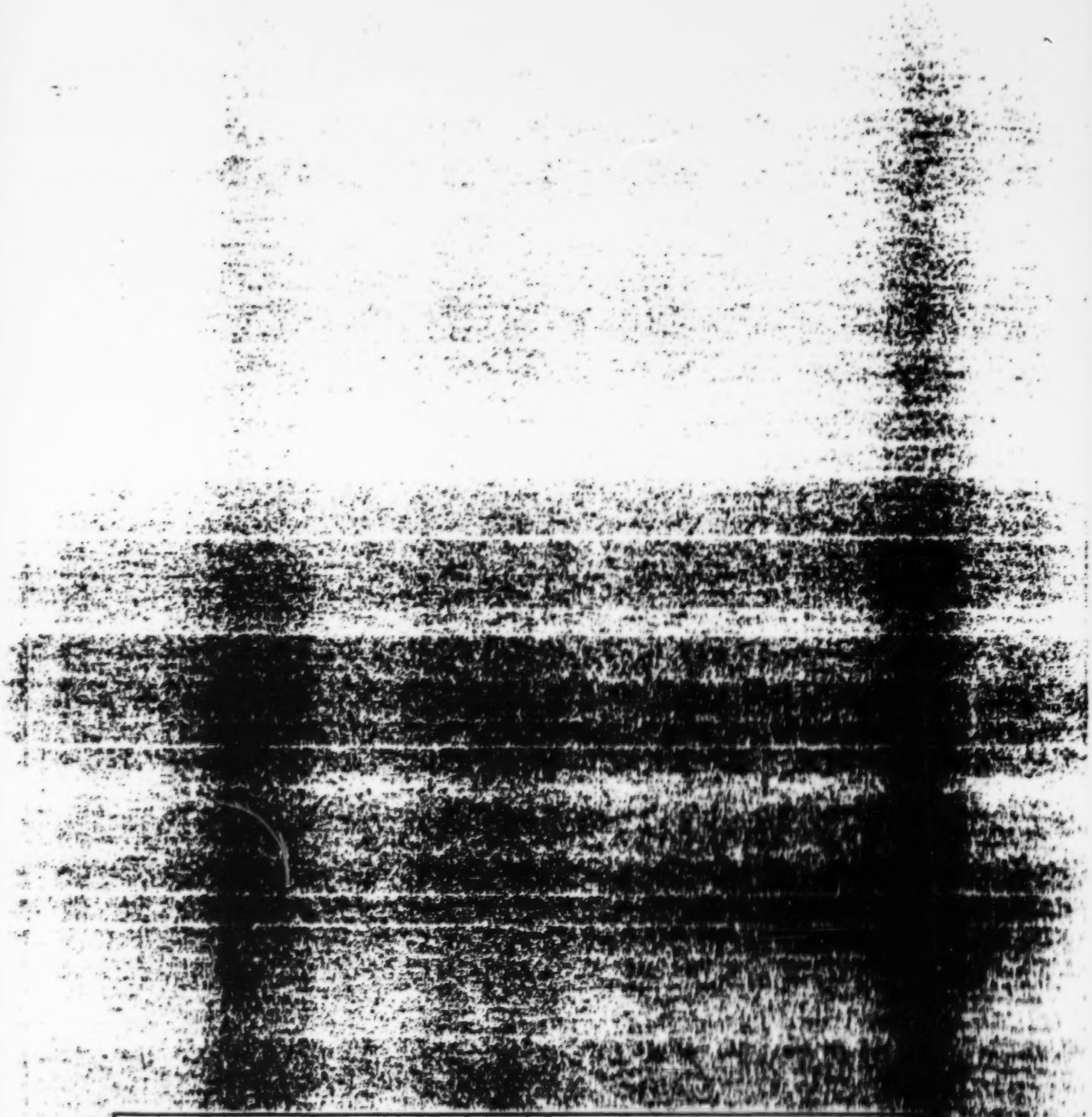
_____

_____

Please indicate your position by checking the appropriate number:

1. **Superintendent**
2. **Principal**
3. **Vocational School Director**
4. **Teacher**
5. **Other** _____

Please complete the needs survey and return to the *Office of Professional Development, Rutledge Building Room 1108, 1429 Senate Street, Columbia, South Carolina, 29201.*



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